PROGRESS REPORT ON DEVELOPING PERFORMANCE STANDARDS

LECTURE POUR TOUS

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PROGRESS REPORT ON DEVELOPING PERFORMANCE STANDARDS FOR READING IN THE EARLY GRADES (PULAAR, SERER, AND WOLOF)

DISCLAIMER

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ACRONYMS

AME	*Association des mères d'élèves*
APE	*Association de parents d'élèves*
ARED	Associates in Research and Education for Development
CEB	*Curriculum de l'éducation de base*
CGE	*Comité de gestion d'école*
CI	*Cours Initial*
CNRE	*Centre national des ressources éducationnelles*
CODEC	*Collectif des directeurs d'écoles*
CP	*Cours Préparatoire*
CRFPE	*Centre régional de formation des personnels de l'éducation*
DALN	*Direction de l'alphabétisation et des langues nationales*
DEE	*Direction de l'enseignement élémentaire*
DFC	*Direction de la formation et de la communication*
DPRE	*Direction de la planification et de la réforme de l'éducation*
DRTS	*Division de la radio télévision scolaire*
EDC	Education Development Center
EGRA	Early Grade Reading Assessment
ELAN	*Ecole et langues nationales en Afrique (ELAN-Afrique).*
EMiLe	*Education Multilingue à base de la langue maternelle (in Sereer)*
GPE	Global Partnership for Education
FASTEF	*Faculté des Sciences et Technologies de l'Education et de la Formation*
IA	*Inspection d'académie*
IEF	*Inspection de l'éducation et de la formation*
INEADE	*Institut National d'Etude et d'Action pour le Développement de l'Education*
LARTES	*Laboratoire de Recherche sur les Transformations Économiques et Sociales*
LPGEF	*Lettre de Politique Generale du Secteur de l'Education et de la Formation*
LPGS	*Lettre de politique générale et sectorielle*
MEN	*Ministère de l'éducation Nationale*
OS	*Objectif spécifique*
PALME	*Partenariat pour l'amélioration de la lecture et des mathématiques à l'école*
PAQUET/EF	*Programme d'amélioration de la qualité, de l'équité et de la transparence*
PAQEEB	*Programme d'Amélioration de la Qualité et de l'Équité de l'Education de Base*
PASEC	*Programme d'analyse des systèmes éducatifs de la CONFEMEN*
PTF	*Partenaire technique et financier*
SBCC	Social Behavior Change Communication
SG	*Secrétariat general*
SNERS	*Système National d'Évaluation de Rendement Scolaire*
USAID	United States Agency for International Development

1. INTRODUCTION

Research shows that children who do not learn to read by third grade generally never catch up to their peers, and the gap between proficient and poor readers widens from year to year.[1] In Senegal, according to the 2014 PASEC, only 29 percent of students in grade 2 met the competency threshold for reading in French which is considered "sufficient".[2] An EGRA study conducted in 2010 found that 87 percent of grade 3 students could not read a text in French at what would be considered a second-grade level by international standards: 50 words or better per minute.[3] As a result, the majority of students who have not acquired basic reading competencies in the early grades are at risk of failing to progress in school, as they are unable to transition from 'learning to read' in the early grades to 'reading to learn' required in later grades. This combination of poor reading skills and poor academic performance reduces their chances for gainful employment and widens social inequalities.

In a commitment to improve student reading outcomes, the *Ministère de l'Education Nationale* (MEN) launched the National Program for Reading in the context of anticipated nationwide bilingual reforms. USAID's technical assistance initiative to aid Lecture Pour Tous will support the rollout of the national program by introducing early grade reading in three national languages (Wolof, Pulaar, and Serer) in public primary schools and 100 *daaras* across the six regions of Diourbel, Fatick, Kaolack, Kaffrine, Louga, and Matam between 2017 and 2021.

Lecture Pour Tous is assisting the MEN to strengthen its delivery systems in support of better early grade reading outcomes. In this capacity, Lecture Pour Tous is providing support to the MEN to set student reading performance standards for CI, CP, and CE1 (grades 1, 2, and 3) for the three national languages and performance standards for the teachers who are responsible to teach reading in those grades. The Lecture Pour Tous team, in collaboration with the MEN, will work to widely publicize and circulate these standards to the inspectors, regional and district MEN staff and teachers as primary users and other education system actors. Teacher performance standards will be integrated into curriculum guiding documents, classroom teaching and learning materials, and training guides and modules. These standards setting exercises set the stage for dialogue on the introduction of national and regional assessment policies and systems for early grade reading.

In Year 1 of the program (November 2017 – September 2018), Lecture Pour Tous undertook multi-faceted activities to prepare for student and teacher performance standard setting:

1. stocktaking of MEN policies, curricula, and training guidelines, and reading assessments;

2. initial definition of CI teacher competencies and development of related teaching and learning materials for the reading program; and

3. preparatory steps for a workshop to draft student standards in November 2017.

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[1] Stanovich, Keith E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly, 22,* 360-407.
[2] PASEC (2016). *PASEC 2014 – Performances du système éducatif sénégalais : Compétences et facteurs de réussite au primaire*. PASEC, CONFEMEN, Dakar.
3 Pouezevara, S., Sock, M., and Ndiaye, A, (2010). *Evaluation des Compétences Fondamentales en Lecture au Sénégal, 2010*. Washington: RTI International.

This progress report describes these activities to date. The first three sections explore the policies, curricular and training materials, and assessments gathered in the stocktaking exercise. The next two sections describe progress to date in preparing for the standards setting process and next steps. The final section contains concluding remarks.

Lecture Pour Tous is committed to developing a program reflective of MEN's vision for bilingual reform, its policies, guidelines, and curricula, as well as the products and experiences of PALME and other previous initiatives. Our work in defining performance standards for students and teachers follows these same principles, described in Lecture Pour Tous' initial Technical Note on the reading program[4]:

- Respect of the political orientations of the "Plan Emerging Senegal " (PSE), 2014 under the component "development of human capital;"
- Respect of the provisions of the law 91 22 on the law of orientation of the national education, modified;
- Respect of the eleven presidential decisions concerning the conclusions of the "*Assises de l'Education et de la Formation*" to build a school in the service of an emerging Senegal;
- Respect for Senegalese education policies (PAQUET/EF, 2013);
- The concern to update learning assessment protocols, particularly with PAQEEB performance contracts;
- Respect for the pedagogical guidelines in the *Curriculum de l'éducation de base* (2013), including the guidance on the harmonized bilingual model;
- Official standards for textbook procurement, according to national policies (MEN 2013);
- Regulations found in the official codification of the national languages (Decree 2005);
- Reference to best practices in teaching early grade reading, especially for orthographically transparent languages, based on evidence from cognitive science and validated at the national and international levels;
- Teacher training models on simulation and modeling of practices as well as teaching guides, which support teachers in the classroom;
- Reference to the final Technical Approach for the Senegal All Children Reading Activity (contained in Chemonics' Technical Proposal); and
- Inclusion of *Collectivités locales* through the provisions of the Act III of Decentralization that allows local authorities to boost their own development according to the terms of Law No. 2013-10 of 28 December 2013 on the General Code of Local communities (Act III of Decentralization).

In its policy stocktaking activity also conducted in Year 1 of the program, Lecture Pour Tous sought to identify policies, guidelines, and training modules that reference early grade reading in national languages, bilingual reform, and evidence based reading, namely, the 5 components of reading.[5] Findings from the review[6] will assist the Lecture Pour Tous team to follow the program's principles mentioned above, identify channels for dissemination of new performance standards for early grade reading in national languages, and determine the guidelines, modules and other tools through which the MEN might disseminate the standards. These guidelines,

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[4] Lecture Pour Tous (2017). *Note Technique: Sur Les Elements Fondamentaux D'un Referentiel Pour L'enseignement De La Lecture Initiale En Langue Premiere (L1) Au Cours D'initiation (CI)*. Working document, unpublished.

[5] The National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000) identifies 5 areas as essential components of effective reading instruction: phonemic awareness, alphabetic principle, vocabulary, fluency, and comprehension.

[6] The updated policy stocktaking document will be submitted with the Lecture Pour Tous Year 1 Annual Report.

models and tools might be adapted and expanded to include the new performance standards or could serve as models upon which to draft new documents.

The following section briefly reviews the policy context.

2. POLICY CONTEXT

The policy context is framed by the Government of Senegal's adoption of an education development policy: the *Lettre de Politique Generale du Secteur de l'Education et de la Formation* (LPGEF). The LPGEF lays out the MEN's key policy directions, and the *Programme d'amélioration de la Qualité et de l'Equité et de la Transparence pour les Secteurs de l'Education et de la Formation* (PAQUET/EF 2013-2015) is the framework which operationalizes the policy. The PAQUET/EF is reflective of the government's commitment to a "results-oriented management system which will focus on processes and improve learning outcomes, school performance and equity in terms of access for poor children in underserved regions."[7]

In the face of a gradual and persistent decline in students' academic performance in reading, the LPGEF (2013) proposed an intensive reform program to improve reading outcomes, with particular emphasis on the first three grades. The LPGEF takes into account the introduction of national languages through bilingual education and a system to monitor the quality of teaching and learning:

> *Adoption of a systemic approach to improving the quality of education taking into account the various factors and their interaction with emphasis on … the development of bilingual strategies based on the introduction of the national languages as first languages of instruction, the implementation of functional devices support and catch-up for learners in difficulty as well as of quality assurance based on the tracking system of learning and information on standards and quality standards, … for more results[8]*

The PAQUET/EF has eight strategic priorities. One objective of the PAQUET/EF is to improve the quality of teaching and learning through the introduction of a system to monitor inputs, processes, performance and impact of teaching and learning. The PAQUET/EF highlights the performance of students in reading and mathematics in the first three years of primary school. In addition, the PAQUET/EF introduces improvements in the training and mentoring of teachers and administrative staff through the CRFPE (*Centre régional de formation des personnels de l'éducation* or Regional Centers for the Training of Educational Personnel) and a restructuring of *cellules d'animation pédagogique* (locally organized study groups for teachers to share promising teaching practices). The PAQUET/EF seeks to redefine the tasks of those responsible for monitoring and supervision (Inspectors) for better management of pre- and in-service teacher training.

The LPGEF lays out the Government of Senegal's vision for bilingual reform and, with that, its commitment to improving reading outcomes in the early grades and introducing a system to monitor quality. The document refers to the "stabilization" and implementation of a

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[7] Brink, S. (2015). PISA for Development Capacity Building Plan: Senegal. OECD Publishing. Retrieved from https://www.oecd.org/pisa/aboutpisa/Senegal%20CBP%20Report_FINAL.pdf on October 14, 2017, p. 11
[8] Ministère Education, Sénégal (2012). *Lettre de Politique Generale du Secteur de l'Education et de la Formation*

model of bilingual education for the first three years of the "Fundamental Cycle" in the PAQUET/EF.

In Section 3, we explore student and teacher performance standards, as they are applied in the Lecture Pour Tous program and MEN's curricula and other guiding documents.

3. PERFORMANCE STANDARDS

Student standards serve to communicate clear expectations as to what students should know and be able to perform. Student performance standards should communicate clear, measurable expectations to all stakeholders for student reading, e.g., what tasks and how well students should be able to perform those tasks. Teacher performance standards serve to set clear, measurable expectations about what should be taught and when.

Performance standards inform the development of curricula, pre- and in-service teacher training, coaching, teaching and learning materials, and assessment. They provide clear measures against which stakeholders can assess children's progress and teachers' competences.[9] Teachers can use the results of student assessments, judging against performance standards, to determine what remediation or support students might require. Performance standards can also be used to provide data on the impacts of investments.

While the *Curriculum de l'éducation de base* sets student competences for language and communication (which includes reading and writing), we must recognize that for both French and national languages, to date, there is no consensus on a set of student performance standards generally and no curriculum for national languages. This is because national languages have never been used in reading instruction at a national level in Senegal. To this point, Senegal's experience with reading instruction in national languages in the early grades has been in a small number of pilots, namely, pilots operated by ARED (Pulaar and Wolof), EMiLe (Serer), and ELAN (Dioola, Mandinka, Pulaar, Sereer, Soninke, and Wolof).

Senegal has developed teacher professional standards at a sub-regional level and nationally; however, these, for the most part, have not provided detailed guidance on reading instruction in the early grades. For this, we reviewed curricular and training materials for guidance on developing teacher performance standards for the early grades.

Performance standards, once identified and well defined, will be used to set up the official parameters for reading instruction in the first years of schooling and *daaras* of the Senegalese educational system. In this section, we will present a brief overview of performance standards, as they are defined for programmatic purposes, and relevant experience at the sub-regional and national levels. For this section, we consulted the following documents: Lecture Pour Tous' Draft Activity Monitoring & Evaluation Plan (2017), *Curriculum de l'education base* (2013), PALME's guidance on early grade reading in French, guidelines for teaching reading and writing in French as a second language in the first three years of elementary school in Senegal, and the reference framework for the training of teachers in the CRFPE (January 2016).

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[9] Education Development Center. (2017). *USAID/L3: National Fluency and Mathematics Assessment in Rwandan Schools Final Report*. Kigali, Rwanda

3.1 Program Goals

Lecture Pour Tous is seeking consensus on clear, measurable expectations for student performance in reading comprehension and oral reading fluency for each of the three national languages: Pulaar, Serer, and Wolof. The Lecture Pour Tous key program objective is:

> 70 percent of second-grade students in targeted schools will be able, after two years of school, to demonstrate that they are able to read and understand the meaning of grade level text by the end of 5 years.[10]

For programmatic and performance monitoring and evaluation purposes, Lecture Pour Tous is tracking student performance in oral reading fluency - a predictor of reading comprehension - and reading comprehension. These student performance standards (sometimes called benchmarks in other country contexts) are set by USAID for all USAID-funded programming. Generally, a score of 80 percent, or 4 reading comprehension questions out of 5 answered correctly, is used as the student performance standard for reading comprehension. Student performance standards will be set for oral reading fluency based on data on the oral fluency rates at which students can answer 80 percent or higher on reading comprehension. All of this needs to be based on what will be determined as grade-level text; in the case of the Lecture Pour Tous key performance indicator, this will be text leveled for Grade 2.

The early grade reading performance standards for teachers refer to the minimum competences required to teach students reading with quality. They include such areas as foundational knowledge (components of reading, concepts of print, and writing), pedagogical skills, formative assessment, remediation skills, and teaching students with diverse learning needs.

In the following paragraphs, we describe initiatives at the regional level and guiding documents produced by the MEN that inform decisions about the standards setting process and dissemination of the standards and their use.

3.2 Teacher Standards

At a Regional Level

From October 26-28, 2016, UNESCO/Dakar hosted the SDG4 Regional Workshop on Professional Standards for Basic Education Teachers in West and Central Africa as an inaugural workshop for the Teaching and Learning Educators Network for Transformation [TALENT] and to develop:

- A Qualification Framework for teachers, teacher trainers, teacher supervisors and inspectors, by defining common professional standards for teachers and allowing mutual recognition of these teachers' qualifications; and
- A common regional curriculum framework for basic education teacher training.[11]

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[10] Lecture Pour Tous (2017). *Draft Activity Monitoring and Evaluation Plan*. Dakar, Senegal.
[11] IICBA-UNESCO. Regional workshop on professional standards for basic education teachers in West and Central Africa: TALENT1/SDG4 Network Inauguration. Retrieved from http://www.iicba.unesco.org/?q=node/221 on October 18, 2017.

During this regional technical workshop, the concept of professional standards was defined as "a reference adopted, negotiated between actors who must act for common uses." The professional standard of the teacher is therefore a reference, which presents basic criteria to assess teachers' competencies. Resulting from this workshop was a set of Qualifications Standards for Basic Education Teachers at the lower basic and upper basic levels for 9 ECOWAS countries, including Senegal. Professional standards were defined for key tasks performed by basic education teachers, and a common curriculum framework for basic education training in the ECOWAS area was proposed.[12] They concentrate on such tasks as preparing and delivering lesson plans, assessment, extracurricular activities, and self-professional development. Note that, in this workshop, no subject-specific teacher competence standards, like reading education, were developed. A follow up to this initiative is the development of pre-service and in-service training standards, which are in alignment with the qualifications standards.[13]

The International Standard Classification of Education (CITE) is another UNESCO reference document for teacher training. However, it does not set standards for teachers' minimum competencies. Instead, it is a training reference that describes 3 categories of minimum competencies: mastery of the national language of instruction (read and speak in L1 and L2); professional skills (planning, preparation, conduct and assessment of learning), and mastery of the use of simple numerical tools.

To promote multilingual education in the Western African region, UNESCO Dakar and UNESCO Abuja have been supporting a regional initiative to develop a teacher training curriculum for bilingual education. The curriculum is based on a competency framework which defines basic and specific competencies. Reading instruction is one of the areas covered by the curriculum framework, through the specific objectives "mastery of the basic components of reading" or "know how to manage the teaching/learning process for reading" and more.

At a National Level

In February 2013, the *Direction de la planification et de la réforme de l'éducation* or Directorate of Planning and Reform of Education (DPRE) released *Normes et Standards de Qualite en Education et Formation (*Quality Norms and Standards Quality in Education and Training*)*. This is a reference document for the accreditation and certification of educational structures. It describes general quality standards for pre-service teacher training, but it sets no standards for student reading performance or teacher performance, nor describes any specific discipline.

Normes et Standards de Qualite en Education et Formation defines quality standards ("*normes*" in French) based on the design of the International Organizations for Standardization (ISO):
> *The standard is a set of rules, guidelines, specifications or technical specifications in the form of repositories for entities, activities or their results, guaranteeing an optimal level of order in a given context. They are recorded in a reference document obtained by consensus and approved by a certification body, that provides, for common and identified uses."[14]*

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[12] UNESCO. Common curriculum framework for basic education teacher training in the ECOWAS area. Retrieved from http://www.unescoafrica.org/edu/ on October 19, 2017.
[13] UNESCO/Dakar. *Defining Professional standards and pathways for basic education teachers*. Retrieved from the website: http://www.unesco.org/new/en/dakar on October 18, 2017.
[14] Direction de la planification et de la réforme de l'éducation. Ministère de l'éducation Nationale. (2013). *Normes et Standards de Qualite en Education et Formation* Dakar, Senegal: MEN, p. 9.

The following table shows that the quality standards indicated in this document are related to the general qualification of teachers and other MEN staff. The quality standards validated by the Government for the training and qualifications of education staff are:

Table 1: Validated Standards for the Qualification of the Personnel of Education

Standards	Descriptions of the standards
1	Teachers who receive pre-service training are made available to the educational system
2	Teachers who work with the educational system receive continuous training/professional development
3	Trainers who receive pre-service training are made available to the educational system
4	The trainers of the educational system receive continuous training/professional development
5	Supervisory bodies (inspectors and school directors) who received initial training are made available to the educational system
6	Supervisory bodies (inspectors and school directors) of the educational system receive continuous training/professional development
7	The administrative staff of the educational system benefits from continuous training/professional development

Source: *Normes et standards de qualité en éducation et formation*, DPRE, 2013.

In short, the MEN has made provisions for pre-service and continuous professional development of education staff. However, there are no standards related to reading education found in this document. Standards focused on reading in the national language do not exist either in national or in the regional documents.

3.3 Student Standards

The *Curriculum de l'éducation de base* presents student performance competences for oral reading fluency and reading comprehension as well as other reading subskills. Competences shared in the *Curriculum de l'éducation de base*, however, were determined for reading instruction in French as a L2.

Lecture Pour Tous' Reading Model technical committee used these competences to prepare a draft set of "expected outcomes" for reading in national languages in CI, for each of the five components identified in the *Curriculum de l'éducation de base*. A table that presents these expected outcomes is found in Section 6.

Although Senegal does not have student performance standards for reading, two types of documents might inform decision making about student performance standard development. These are MEN's curricular materials and reading assessments. Further background on the curricular and training materials that inform Lecture Pour Tous' work is presented in Section 4.

4. CURRICULAR AND TRAINING MATERIALS

In this section, we present a brief summary of review of the *Curriculum de l'éducation de base,* PALME materials, and CRFPE's teacher training guidelines in light of their potential application in standards setting.

Curriculum de l'éducation de base

The *Curriculum de l'éducation de base*, developed in 2013 and revised in 2016, defines the curricular elements for instruction in French for the first 6 grades. The curriculum contains the domain "language and communication" which we draw upon in this review. Communication is divided into two subdomains: oral and written communication. Reading competences are located in the written communication subdomain. The *Curriculum de l'éducation de base* provides step by step instructions for teachers responsible to teach reading in French. As yet, the country does not have an official curriculum for the use of national languages in bilingual education.

Partenariat pour l'Amélioration de la Lecture et des Mathématiques à l'Elémentaire (PALME)

Soon after its launch, PAQUET/EF was supported by the activities of the *Partenariat pour l'Amélioration de la Lecture et des Mathématiques à l'Elémentaire* (PALME) or Partnership for the Improvement of Reading and Mathematics in Primary Schools, which was run by the MEN and funded by USAID. To improve the teaching and learning of reading in the first four grades, PALME supported the development of teachers' tools and training guides based on the latest international evidence on reading acquisition and instruction. The initiative also helped to integrate key elements of the evidence base on reading (such as the five components of reading) into the national *Curriculum de l'éducation de base*.

Teacher Competencies used in Pre-service Training in the CRFPE (January 2016)

The Ministry of Education (Directorate of Elementary Education) and the International Bureau of Education (IBE), with the support of the Global Partnership for Education (GPE), produced guidelines for teaching reading and writing French as a second language in the first three years of primary school in Senegal. These guidelines have greatly inspired the Teacher Training Colleges. The guidelines show how reading is taught in Senegal, assuming that: "the language of the learner and the learner is the starting point for a successful outcome of learning reading and writing." Nonetheless, this document does not provide standards for learning or teaching early grade reading.

Expected teacher competencies are presented in harmonized training guidelines for the CRFPE. These competencies are used in teacher training for preschool, the basic education cycle of 10 years, the initial training of Basic Education Youth and Adults (EBJA), as well as the modern *daara*. The pre-service teacher training framework does not place an emphasis on the teaching of reading and gives no indication of reading standards. Reading is taught in French as a L2 but not as a separate subject.

The teacher training framework is made up of four domains and 14 competencies. Two domains deal with reading:

The first "Academic and Methodological 'Strengthening'" domain has a core competency "Communicating in the Language of Instruction" with two learning objectives related to (i)

mastery of the knowledge of the language of instruction (French, national languages, Arabic or others) and (ii) mastery of the principles of oral and written communication.

The second domain "Pedagogy and Didactics" contains the following basic competences (CB), which could be expanded on to include evidence based reading instruction in national languages.

CB1: Know how to elaborate pedagogical and didactic planning
CB2: Design a teaching learning sequence
CB3: Implement a teaching learning sequence
CB4: Assess learning
CB5: Manage a bilingual class

However, indicators of performance and target values to determine the threshold of mastery of the skills of the teacher with respect to reading have not been developed. Despite efforts in the field of pedagogical and didactic planning, there is no definition of reading-specific standards or competences.

Ministerial decree on the final exam for student teachers of CRFPE (18513 dated 13/12/2016)
The exam covers the contents of teachers' manuals based on the *Curriculum de l'éducation de base*, tools, principles, and techniques of lesson planning for elementary education, non-formal education, literacy classes and modern *daaras*.

Teacher college students are assessed after nine months of training through a national examination. This examination consists of oral and written tests of general knowledge, general pedagogy, and teaching of disciplines. There is no specific assessment of knowledge to teach reading in French or in national languages.

In considering next steps in dissemination and use of standards, the great strides that have been made in introducing evidence based reading instruction at the national level – in the curriculum and the PALME guides – should be noted along with the absence of reference to evidence based reading in the regional teacher trainings.

5. READING ASSESSMENTS & RELATED FRAMEWORKS

For the purposes of preparing for standards development, the Lecture Pour Tous team also reviewed regional, national and subnational assessments which tested children in CI, CP, and CE1 on their reading abilities. Assessments which have been conducted in the national languages (Wolof, Serer, and Pulaar) can inform decision making during the student performance standards setting process.

5.1 Review of existing learning assessments

The primary source of data for standards setting will be the Early Grade Reading Assessments (EGRAs) in national languages conducted by INEADE and Lecture Pour Tous. However, given that we only have baseline data available to us at this point in time, we sought out other potential data sources that might "stand in" for EGRA data in the three national languages in Senegal.

Various types and forms of learning assessments (SNERS, PASEC, standardized evaluations at the level of the IEF, tests of the PAQEEB, Jàngandoo, and the latest EGRA) have been administered in Senegal. All these include or, in the case of EGRA, are entirely devoted to the assessment of reading. PASEC is a regional assessment, and the National System for the Evaluation of School Results (SNERS) is carried out at the national level. Other assessments have been administered at the subnational or project level. LARTES administers Jàngandoo as a household survey, while the other assessments are administered in schools.

All the assessments have assessed children's reading skills in French. Beyond this, LARTES also assesses students' reading in Arabic in elementary schools and *daaras*. RTI used EGRA to assess children's reading in Wolof (2008) in elementary schools, and EMiLE assessed children's reading in Sereer (2015). Beginning in 2013, ARED used the EGRA to assess student reading outcomes in national languages with the aim of improving learning and clarifying the expectations of the program in relation to lessons learned. Each assessment tests a different combination of the 5 components of reading (phonemic awareness, alphabetic principle/phonics, vocabulary, fluency, and reading comprehension) and such areas as concepts of print, listening comprehension, and basic spelling. Table 2 presents key assessments of primary-school level reading in French, Arabic, Pulaar, Serer, and Wolof conducted in schools and at the household level (Jàngandoo).

Table 2: Assessments of Primary-School Level Reading by Language, Frequency, and Region

Grade(s)	Assessment / Donor	Year(s) Data Collection	Frequency	Language Assessed	Level or Region	Research Institution(s)
1st (CI) 2nd (CP)	EMiLE[15]	November 2014 June 2015	Beginning and end of school year	French: comparison schools French and Sereer:	Fatick	SIL, World Vision, ONEC

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[15] Source: SIL, World Vision, ONEC -Rapport étude longitudinale projet EMiLe 2014

						pilot schools
2nd (CP) 4th (CE2) 6th (CM 2)	PALME[16] /USAID	2011/12 2013	Two studies	French	National	INEADE
2nd (CP) 4th (CE2) 6th (CM 2)	SNERS[17] /World Bank	1996 2002 2006 2010	Every 4 years	French	National	INEADE
1st (CI)	PAQEEB[18] (World Bank)	2015	Single	French	National	INEADE
2nd (CP) 4th (CE2) 5th (CM1)	PASEC [19]	2014	First in 2014; others forthcoming	French	Regional	INEADE
1st-6th (CI - CM2)	Continuous assessment in the classroom	Each year, quarterly publication	Annual	French	School	IEF/DEE
1st (CI) [Fr, W] 2nd (CP) [Fr] 3rd (CE1) [F, W]	EGRA / World Bank[20]	2007	Pilot test the EGRA instrument	French and Wolof	Thiès Department	World Bank/RTI/CNSR* (EdData II)
3rd (CE1) (Pilot: CI, CP	EGRA /	2008	Single study	French: 2009	2009: 11 regions	RTI/Focus Africa with INEADE and ARED

[16] Source: INEADE. (2013). *Situation de référence des compétences fondamentales des apprenants en lecture et en mathématiques Partenariat pour l'Amélioration de la Lecture et des Mathématiques à l'élémentaire –PALME.* Dakar, Sénégal: Ministère Education.

[17] Source: *Rapport D'evaluation du Rendement Scolaire au CP, CE2, CM2 En Français.*

[18] Source: INEADE (2015), *Rapport de performance des élèves du CI en lecture et mathématiques.*

[19] Source: CONFEMEN (2014). *PASEC 2014 Performance des systèmes éducatifs en Afrique Subsaharienne francophone : Compétences et facteurs de réussite au primaire.*

[20] Source: Sprenger, L.C. (2008). *Senegal Early Grade Reading Assessment (EGRA) Results from Senegalese Primary School Students Learning to Read in French and in Wolof—Report for the World Bank*; RTI International. Retrieved from http://documents.banquemondiale.org/curated/fr/894321468203669271/pdf/697150ESW0P1050ive0Senegal00English.pdf on October 10, 2017.

and CE1)	Hewlett Foundation[21]					
1st (CI)	EGRA / ARED[22]	2014	Single study	French: comparison schools Wolof or Pulaar and French: pilot schools	10 IEF (4 IA)	INEADE
2nd (CP)	Literacy Boost/Senegal Save the Children/World Vision[23]	2014	Single study	French	World Vision program area (Tattaguine, Mbella, and Niakhar)	Save the Children and World Vision
Level tested: end of third grade	Jàngandoo / Hewlett Foundation[24]	2013/2014 2016		French and Arabic	National	LARTES-IFAN

5.2 Lack of a national policy on the assessment of learning

Despite efforts to improve the quality of learning, the MEN has not adopted a national reading development policy. The emphasis on the importance of reading and the introduction of national languages as a language of instruction in the reading class require new directions for early grade reading. And for this, it is necessary to revise all guiding documents as a framework for the use of national languages, the basic education curriculum, the training manual for teachers, and more.

Key to this undertaking and the monitoring and evaluation of performance based on the new documents is a national assessment policy. There has been much progress in the use of learning assessments in Senegal. However, the country lacks a national assessment policy that brings together all the initiatives identified in the field and implemented by partner organizations. Each program, project, or partner evaluates according to its approach, in the absence of a national effort to harmonize assessment practices. However, there are departments within MEN responsible for assessment, notably INEADE for student assessment,

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[21] Source: Pouezevara, S., Sock, M., Ndiaye A. (April 2010). *Evaluation des Compétences Fondamentales en Lecture au Sénégal* : Rapport d'Analyse. Dakar, Sénégal: RTI and FocusAfrica.

[22] Source: INEADE (April 2015). *Situation De Référence Des Classes Bilingues De L'ong Ared Rapport Définitif*. Dakar, Sénégal : Ministère de l'Education Nationale Sénégal.

[23] Gomis, R., Robert Cabou, R. and Jonason, C. (2015). *Literacy Boost Senegal Baseline Report*. Save the Children and World Vision.

[24] Source: http://lartes-ifan.org/2016/jangandoo/ and LARTES, Jàngandoo (2017). *Baromètre de la qualité des apprentissages au Sénégal Principaux résultats des performances des enfants de 9 à 16 and au Senegal*, IFAN, Université Cheikh Anta Diop Dakar, Sénégal.

and the Directorate for Examinations and Concours (entry exams for specific higher education institutions). The first task of developing a national evaluation policy would be to indicate minimum thresholds for all disciplines and at all levels.

5.3 Lack of specific standards for reading in national languages

There is a lack of official texts governing the organization of these important assessments of learning outcomes. ARED, EMiLe, the Hewlett Foundation, and, now, Lecture Pour Tous, have tracked or currently track assessment results, either longitudinally or with control groups to study student performance. These different approaches need to evolve towards defining national standards that will help objectively measure the performance levels achieved by each student and support the development of remediation strategies in case of difficulties. The MEN could harmonize the standards of practice for an agreed-upon scheme.

The definition of national standards for reading in national languages is an urgent need to improve the effectiveness of learning in the classroom and to improve the effectiveness of educational policies.

5.4 Finalization of the overall strategy for the use of national languages ("schéma directeur pour l'utilisation des langues nationales")

The MEN has developed a draft *schéma directeur,* or overall strategy, that defines how it intends to adopt a bilingual curriculum for primary school in Senegal, describing the parameters for the use of and interactions between national languages, French and other languages. It defines the status of national languages to be used as languages of instruction with the goal of anchoring the school to the culture of the environment and embracing science and technology. It presents a framework for functional and efficient bilingualism in school.

However, the *schéma directeur* remains to be finalized and officially adopted, and the scale-up of the bilingual approach has not yet begun. This presents a major obstacle in updating the national curriculum to reflect the policy that will ultimately be adopted for the use of national languages, including the curriculum and related student and teacher performance standards for reading as one key subject. In this way, finalization and adoption of the *schéma directeur* will also change the profiles of teacher skills needed in the education system, leading to related updates in the pre-service teacher training curriculum at the CRFPE.

In the absence of final decisions related to the use and scale-up of national languages in Senegalese primary schools and when and how French ultimately will be used, the Lecture Pour Tous team will continue to aid the MEN to draft standards based on the draft *schéma directeur*, recognizing that these may need to be further updated once the strategy is stabilized.

6. LINKING STANDARDS WITH MATERIALS DEVELOPMENT AND TEACHER TRAINING

In Year 1, the Reading Model technical committee developed a draft Technical Note to guide curriculum and instruction and training development; teaching and learning materials for CI; and training materials and activities. The Reading Model technical committee consists of:

- Directorates of the MEN: DEE, INEADE, and DALN
- Lecture Pour Tous staff
- Resource persons from partner organizations: ARED and SIL
- Resource persons from the Department of Linguistics, University Cheikh Anta Diop, Dakar

The technical committee contributed to the process of defining and validating the structuring elements of the bilingual reading model: expected student and teacher competencies, methodology anchoring, scope and sequence, contents, articulation of teaching and learning activities, and management of learning time in reading.

The Reading Model technical committee worked on the orientations of the *Curriculum de l'éducation de base* and on the key methodological improvements to be proposed to the MEN. The technical committee reflected in particular on the list of skills to be mastered by students, the methodological basis, planning, content to be taught in each language at the CI, the progression of learning, the evaluation, CI reading manuals, training of teachers and school directors, the competences related to teacher qualifications and those related to learning and skills programs.

The resulting draft Technical Note for CI guided the production of experimental teaching and learning materials and teacher training for the 2017-18 school year. The Technical Note is aligned with the *Curriculum de l'éducation de base* in that learning to read must support the five components of reading competence (phonological awareness, alphabetic principle, vocabulary, fluency, and comprehension). To guide the development of the teaching and learning and training materials for CI, mastery of basic reading skills in Pulaar, Serer, and Wolof was defined as follows:

- Mastery of basic mechanics, including sound-letter recognition, decoding of words and spelling
- Oral reading fluency, respecting patterns of intonation
- Process of reading and understanding of sentences and texts at the grade appropriate level

The Reading Model technical committee developed, for each of the 5 components of reading, expected outcomes as follows:

Table 3: Five Components of Effective Reading Instruction and Expected Outcomes for C1

Components	Description	Expected Outcomes (C1) (Lecture Pour Tous)
Phonological awareness	Student's ability to perceive sounds and correlate these sounds with their occurrence in the language in question and to understand the perception of the existence of the syllables and the positions of the sounds in syllables. This should include the student's ability to recognize and produce sounds.	Able to discriminate the sounds of the language
Alphabetic principle	Understanding of the relationship between sounds and symbols	Ability to recognize all the sounds-letters of the language
Vocabulary	Understanding the meaning of words	Ability to recognize a predefined number of words
Fluency	Automaticity with which the learner independently reads a text, using only skills of decoding and other reading strategies	Read a grade level text at 30 to 45 correct words per minute
Comprehension	Student's ability to provide specific information on text information, summarize the text, identify the characters or act following reading	Answer correctly four questions out of six comprehension questions

Source: *Curriculum de l'éducation de base* (2013) and Lecture Pour Tous

The core contents of the L1 reading instruction for C1 are:

    A. Pre-reading
    Concepts of print
    Mastery of basic pre-writing skills
    Phonological awareness
    Sound-letter correspondence

    B. Decoding, Writing, and Fluency
    Blending letters to form syllables
    Blending syllables to form simple words
    Reading words, simple sentences, and short texts with fluency
    Writing under the dictation of simple words and phrases

    C. Oral language
    Vocabulary
    Expressive language
    Receptive language with a dialogic approach

To have mastered the writing competency, CI students should acquire the motor skills required to produce letters, be able to write and recognize all the letters of the alphabet, and write words and phrases covered in class.

In determining the minimum skills necessary for the teachers involved in Lecture Pour Tous, the technical committee defined three important prerequisites for teachers, which are:

- Define their role as teachers in a pilot phase of the new reading program
- Learn the basic framework related to the teacher's expected profile, the content to be taught, the methods to teach reading, and assessment methods and tools to be used
- Understand the institutional environment of learning, including time schedules.

After having stabilized all these elements, the technical committee defined the skills required by teachers and the training objectives. These training objectives help define the educational and technical contents to design the modules for the initial in-service teacher training on the new reading model for CI offered in September/October 2017. These reflections and the first round of training have led to initial outlining of a framework for teacher competences and related training for early grade reading. These are presented in Table 4 below.

Table 4: Draft framework for teacher competences and training for early grade reading

Areas of Competence	Training Objectives	Contents
Ownership of policies: national choices and challenges for the use of national languages in the education system	Understand the political, technical and educational justifications for choosing L1	*Schéma directeur* for the use of national languages in the education system Consensual model used in Senegal Scientific and cultural rationale
Speaking and writing the language of instruction (L1)	Ability to speak and make sound/letter correspondence in L1 Ability to speak, read and write sentences and texts at the required level in L1	Recognition, writing and reading of sounds and letters of L1 Reading and writing of texts and learning materials Dictation of words and phrases Text comprehension exercises
Mastery of pedagogical methods and teaching and learning materials	Ability to use the reading manual in CI and the other teaching and learning materials Ability to use the teacher's guide to prepare and conduct learning in L1 for CI	Structuring of the manual Structuring of a learning unit Structuring of the guide of the teacher and children's booklets Implement the instructions in the guide
Assessment of learning	Ability to assess reading achievement in L1 from the perspective of the 5 components of effective reading instruction	Build a battery of formative assessment exercises that support the five components of reading

7. NEXT STEPS

The Government of Senegal's investments in early grade reading, as well as the investments of its partners, will be better guided and yield a higher return on investment if they are made in a context where expected minimum performance standards for both teachers and students are made clear and officially adopted. A critical first step for Senegal in implementing high-quality, evidence-based reading instruction that can be taken to scale in the mid-range future, is the development of student performance standards for reading and accompanying targets for the early grades for the three languages of instruction: Wolof, Serer, and Pulaar. Another step is the development of teacher performance standards specific to early grade reading; the performance standards will define the instructional and pedagogical skills that teachers should possess in order to be able to teach early grade reading and achieve desired student learning outcomes.

A further step is the dissemination and use of the standards in instruction and assessment. Professional development will be provided to inspectors, regional and provincial staff, school headmasters, teachers, *daara* headmasters, and *daara* instructors on the standards' implications for instruction and assessment. Standards will be integrated into guidelines, training and other materials.

In the long term, in addition to helping to establish the standards framework, Lecture Pour Tous would like to support building a national assessment policy. To do so and to support the application of this policy in schools, it is urgent to agree on a methodology and a process to identify the relevant components in reading and the expected competency thresholds for each component and for each level of primary school. For the Lecture Pour Tous program, and with reference to the *Curriculum de l'éducation de base*, the types of standards the most relevant are twofold:

- those related to student performance
- those related to the performance of teachers

In the following paragraphs, we describe our next steps in drafting student and teacher performance standards and preparing for their validation, dissemination, and use.

The Ministry of Education has the responsibility to validate new standards and to disseminate them throughout the educational system. Several stakeholders support the Directorate of Elementary Education (DEE) in this process, including the Department of Planning and Reform of Education (DPRE), INEADE, CFL, DALN, IA, the IEF partners (ARED, SIL and others), and FASTEF. The Lecture Pour Tous team therefore proposes the following actions to define student and teacher performance standards:

In November, the Lecture Pour Tous technical assistance team will facilitate a 5-day workshop with the following objectives:

1) Agree on the definitions and use of the terminology which will be used in standards setting.

2) Draft student performance standards that will set performance categories for expected oral reading fluency (correct words-per-minute) and reading

comprehension performance in, at minimum, grade 1 (CI) in Pulaar, Serer, and Wolof. Examples of performance categories are: meeting expectations, exceeding expectations, and so forth. Participants will use Lecture Pour Tous' baseline EGRA data and any other EGRA data available for the three national languages.

3) Draft student performance targets for the other reading skills, for example, non-word reading and letter-sound identification, using the correlation between oral reading fluency and these other reading skills.[25]

4) Develop a roadmap for the development and validation of student and teacher performance standards, dissemination and use of the standards, and the development of a national assessment policy. Depending on a number of factors, the roadmap could include the development of writing and French performance standards.

The last 1.5 days of the standards setting workshop are set aside for the participants to define the concrete actions that must take place as part of the performance standards setting process and propose a timeline for their development, piloting, completion, and validation. Specifically, the participants will develop a roadmap, which will be updated annually, to 1) draft student and teacher performance standards; 2) field test draft standards for each level with administrators, teachers, and pre- and in-service teacher trainers in a sample of schools; 3) refine; 4) validate standards; 5) support their dissemination and use; and 6) plan dialogue on a national assessment policy. The roadmap will include clear plans and expectations to support the validation of the standards.

An element of the roadmap is engagement with the MEN to disseminate and apply student and teacher performance standards. The Lecture Pour Tous team will work with the MEN to incorporate them into future versions of the curriculum and other materials and training, and provide professional development for inspectors, regional and provincial staff, school headmasters, teachers, *daara* headmasters, and *daara* instructors on the new student performance standards and on their implications for instruction and assessment.

The teacher and student standards will be used to drive other official parameters, including the development or updating of pedagogical specifications for textbooks for early grade reading instruction. Please see Annex 1 for greater detail on the workshop activities.

After the workshop, Lecture Pour Tous will support DFC, INEADE, CRFPE and FASTEF staff and professors to develop performance standards specific to early grade reading that defines the instructional and pedagogical skills teachers should possess in order to be able to teach early grade reading, and potentially, writing and emergent French, and meet student performance goals by grade.

Details on the teacher performance standard development process will be worked out during the workshop. Potential activities include the review of existing documentation – *référentiel des compétences* used in CRFPE, the teacher standards for reading prepared under PALME, and the competency profiles prepared for the harmonized curriculum for bilingual education.

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[25] Although similar correlations exist between reading comprehension and letter sound identification and invented word decoding, there are only 6 possible reading comprehension scores (0%, 20%, 40%, 60%, 80% and 100%), giving 6 discrete categories of data. ORF scores are continuous, varying between 0 and 100. As a result, they allow for more subtle analysis. [as cited by Norma Evans]

Findings from this review will inform the development of performance standards and competences for teachers of reading in the early grades. The standards framework will be tested with a focus group of teachers and trainers from CRFPE. Based on feedback, it will be refined and piloted by instructors at the CRFPE centers for one semester to ensure its utility and accuracy. Lecture Pour Tous will further explore the dissemination of standards through *cellules d'animation pédagogique*'s reinforcement of reading instruction on the basis of the new standards.

8. CONCLUSION

The development of a national policy for reading is a long-term initiative. This approach is all the more innovative because it is the first time that the country plans to teach using national languages on this scale. It is supported by a research policy that focuses on the education system, the management of learning, teacher practices, textbooks, and the participation of various institutional and non-institutional stakeholders, but mostly a focus on the learning outcomes expected by the end of the stages of the curriculum.

The ultimate goal is the establishment of a regulatory framework that includes an assessment policy for bilingual education to improve reading performance in the first three years of primary school.

Despite all the progress made, the different assessment systems are marked by a conspicuous absence of national standards to define the levels of skills for the results are learning and the minimum skills of teachers.

The urgency is therefore to mobilize all stakeholders (policy makers, national directors; trainers of the CRFPE and universities managing the systems and parents of students) to determine options in terms of standards of reading. It will be for the Ministry to provide clear answers about the role it assigns to standards and their dissemination and use.

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Annex 1: Agenda for 5-day Working Session on Standard Setting for Reading Skills in Wolof, Pulaar and Serer

Author: Norma Evans

Assumptions

- Participants will include Ministry decision makers, USAID representative, representatives of other NGOs working to support early grade literacy, and program staff.

- Participants will be assigned to one of the three national language groups (or 4 if French is retained as a language). Each language group will be responsible for reviewing data and proposing draft standards for their language.

- A Lecture Pour Tous technical staff member will be assigned to each language group to facilitate deliberations and ensure participants understand the task and remain on task.

- A technical committee will be established to co-facilitate the sessions. The technical committee will meet with the consultant for 4 days (but not necessarily all day) prior to the start of the working sessions to review the content and propose necessary modifications.

- All statistical analyses will be completed and available prior to the start of the working sessions with the technical committee.

- The consultant will be responsible for developing all initial power points for the working sessions and for revising them based on feedback from the technical committee.

- The working sessions need to be broad in scope, addressing everything from what are standards and why they are important, and definitions of key terms to the development and validation of an early grade literacy road map to meet the proposed standards.

- The terminology used will align with terminology already used in Senegal to describe learning outcomes, performance levels, etc.

- In addition to establishing grade-specific performance standards (or indicators or benchmarks), the working sessions will result in proposed compliance targets, i.e., the percentage of pupils expected to meet grade-specific performance standards over the short and medium term (2 years, 3 years, 5 years, etc.).

- The performance standards set will be tentative, given the limited data available, and will need to be validated or revised as new data becomes available (midline, endline, etc.)

DAY 1 – SETTING THE STAGE

Time	Activity
AM – Part 1	Welcome
	Opening Remarks
	Presentation 1: Why is everyone talking about reading?
	Presentation 2: Learning to read: An introduction
Tea Break	
AM – Part 2	**Presentation 3:** Performance standards: What are they? Why are they important?
	Presentation 4: Establishing performance standards: Guiding principles and processes
Prayer & Lunch Break	
PM – Part 1	**Feedback on morning presentations:** aspirations, concerns, questions
	Decision point 1: Developing reading performance standards – for whom and for what purpose? (Mixed Group Work)
	Presentation 5: EGRA – An overview
Tea Break	
PM – Part 2	Looking back on our aspirations, concerns and questions
	Closing activity

DAY 2 – DELVING INTO DATA: ORAL LISTENING COMPREHENSION, READING COMPREHENSION AND ORAL READING FLUENCY

Time	Activity
AM – Part 1	Recap of Day 1
	Presentation 6: Comprehension – What is it? How do we measure it? **Decision point 2:** Establishing performance standards for reading comprehension (*Large Group*) **Presentation 7:** Oral Listening Comprehension – What is it? How do we measure it? **Decision point 3:** Establishing performance standards for reading comprehension (*Large Group*)
Tea Break	
AM – Part 2	**Presentation 8:** Oral reading fluency: What is it? Why is it important? How do we measure it?
	Decision point 4: Establishing performance standards for oral reading fluency (*Group work, by language group*)
Prayer & Lunch Break	
PM – Part 1	**Decision point 4, Part 2:** Sharing our thinking and coming to consensus on performance standards for oral reading fluency (*Large group share, by each language group, of the performance standards established for their language and why*)

	Presentation 9: What are compliance levels, why are they important and how do we establish them?
	Tea Break
PM – Part 2	Decision point 5: Establishing compliance targets for Oral Reading Fluency (*Group work, by language group*) Decision point 5, Part 2: Sharing our thinking and coming to consensus on compliance targets for Oral Reading Fluency (*Large group share, by each language group, of proposed compliance targets and why*)
	Closing activity

Day 3 – DELVING INTO THE DATA: WORD READING (familiar word reading, decoding)

Time	Activity
AM – Part 1	Recap of Day 2 Presentation 10: Familiar Word reading: What is it? Why is it important? How do we measure it? Decision point 6: Establishing performance standards for familiar word reading (*Group work, by language group*) Decision point 6, Part 2: Sharing our thinking and coming to consensus on performance standards for familiar word reading (*Large group share, by each language group, of proposed performance standards and why*)
	Tea Break
AM – Part 2	Decision point 7: Establishing compliance targets for familiar word reading - (*Group work, by language group*) Decision point 7, Part 2: Sharing our thinking and coming to consensus about compliance target for familiar word reading (*Large group share, by each language group, of proposed compliance targets and why*)
	Prayer & Lunch Break
PM – Part 1	Presentation 11: Non-Word reading (Decoding): What is it? Why is it important? How do we measure it? Decision point 8: Establishing performance standards for non-word reading (*Group work, by language group*) Decision point 8, Part 2: Sharing our thinking and coming to consensus on performance standards for non-word reading (*Large group share, by each language group, of proposed performance standards and why*)
	Tea Break
PM – Part 2	Decision point 9: Establishing compliance targets for non-word reading - (*Group work, by language group*) Decision point 9, Part 2: Sharing our thinking and coming to consensus about compliance target for non-word reading (*Large group share, by each language group, of proposed compliance targets and why*)
	Closing of day

Day 4- DELVING INTO DATA – ALPHABETIC AWARENESS & IDENTIFYING NEXT STEPS

Time	Activity
AM – Part 1	Recap of Day 3
	Presentation 12: Alphabetic awareness: What it is, why is it important & how do we measure it?
	Decision point 10: Establishing performance standards for alphabetic awareness *(Group work, by language group)* **Decision point 10, Part 2:** Sharing our thinking and coming to consensus about performance standards for alphabetic awareness *(Large group share, by each language group, of proposed performance standards and why)*
	Tea Break
AM – Part 2	**Decision point 11:** Establishing compliance targets for alphabetic awareness *(Group work, by language group)* **Decision point 11, Part 2:** Sharing our thinking and coming to consensus about compliance target for alphabetic awareness *(Large group share, by each language group, of proposed compliance targets and why)*
	Prayer & Lunch Break

PM – Part 1	Looking forward:
	    o Key decisions and actions to support the validation, dissemination and implementation of the performance standards
	    o Other elements of reading road map

	Tea Break
PM – Part 2	Continuation of above
	Closing of day

Day 5 –LOOKING BACK AND LOOKING FORWARD: SUMMARIZING OUR DECISIONS & FINALIZING A ROAD MAP TO MEET OUR COMPLIANCE TARGETS

Time	Activity
AM – Part 1	Recap of Day 4 Finalization of road map
	Tea Break
AM – Part 2	Preparation of presentations for afternoon session
	Prayer & Lunch Break
PM – Part 2	Looking back: Presentation of decisions with respect to standards Looking forward: Presentation of key elements of Reading Road Map Closing Remarks